**Book Activity 1: Inferring (15 points)**

In class, we discussed ways that teacher can (a) **introduce** reading strategies to students, (b) **explain** why this strategy is important, (c) **give examples** and **model** how to use that strategy, and then (d) **gradually release responsibility** to let students practice applying that strategy to familiar and new texts. You also read the Classroom Snapshot in Chapter 2 to identify specific techniques the teacher used to introduce and practice the strategy of Inferring (**making an inference and drawing a conclusion**). For this activity, you will record your thinking about how you make inferences and draw conclusions using clues from the text and your background knowledge. Then you will apply the **I Do/We Do/You Do** model to practice how to model inferring for students.

**Part 1:** Select two locations from The Bear and The Crow where inferences can help deepen your understanding of the overall meaning (or in this case, the big ideas about the main characters, the problem, or the author’s message)

Complete the chart below (as done in class with a different text) to record your thinking.

|  |  |  |
| --- | --- | --- |
| Important Ideas | Why? (What knowledge do you have to help you understand what these clues mean) | Inference? |
| Location 1 |  |  |
| Location 2 |  |  |

**Part 2:** Select ONE of the two locations above and draft a short think-aloud that you would use to explain your thinking to a group of third graders. Use this guide to help you frame your think-aloud. This activity will help you prepare for your strategy script for Book Activity 4. The attached sheet provides additional information about Making Inferences.

Good readers make inferences as they read.

**DEFINE**: (what) Making an inference means….

**EXPLAIN**: (when, why) Making inferences is useful when you read \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

because…

**MODEL**: (How) Listen as I model how to make an inference.

(Write a few lines of what you would say to model inferring. In this section, include the TEXT read, the INFERENCE you made, and the CLUES and KNOWLEDGE you used to make those inferences and draw those conclusions. Use the teacher’s script on page 31 to help.)

Remember: CLUES + PRIOR KNOWLEDGE = INFERENCE

**Book Activity #1 Rubric**

**EDC423**

**Inferring – 16 points**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Accurately identified all three aspects in the inference chart** (clues, knowledge explanation, and inference) for Location #1 [6 points – 2 points each cell] |  |
| **Accurately identified all three aspects in the inference chart** (clues, knowledge explanation, and inference) for Location #1 [6 points – 2 points each cell] |  |
| **Drafted an appropriate think-aloud** (with sentence guides) to define, explain, and model how a good reader uses text clues and their own background knowledge to make an inference/draw a conclusion [4 points]  Define (1 point); Explain (1 point); Model (2 points) |  |
| **TOTAL POINTS (Out of 16)** |  |